

## Textbook Alignment to the Utah Core – 1<sup>st</sup> Grade Mathematics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes ☒ No ☐*

Name of Company and Individual Conducting Alignment: Standard Media Services, LLC: David A. Johnson

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 1<sup>st</sup> Grade Mathematics Core Curriculum

Title: Houghton Mifflin Math ©2007: Grade 1 ISBN#: 0-618-59091-9

Publisher: Houghton Mifflin Company

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 98%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I:** Students will acquire number sense and perform simple operations with whole numbers.

Percentage of coverage in the *student and teacher edition* for  
Standard I: 100%

Percentage of coverage not in student or teacher edition, but covered in  
the *ancillary material* for Standard I: \_\_\_\_\_%

**OBJECTIVES & INDICATORS**

Coverage in *Student Edition (SE)* and  
*Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material*  
(titles, pg #'s, etc.)

*Not covered  
in TE, SE or  
ancillaries* ☒

<b>Objective 1.1: Represent and use whole numbers up to 100.</b>				
<b>a.</b>	Count, read, and write whole numbers.	SB/TE: B3, 15, 7-8, 9-10, 11-12, 13-16, 17-18, 19-20, 25-30, 31-32, 271a-271c, 273-274, 275-276, 277-278, 279-280, 281-282, 283-285, 287-288, 289-290, 291-292, 293-294, 295-299, 301-302, 607-612, 629-636		
<b>b.</b>	Represent whole numbers using the number line, models, and number sentences.	SB/TE: 127-128, 147-148, 157-158, 429-430, 457-458, 647		
<b>c.</b>	Represent whole numbers greater than 10 in groups of tens and ones using objects, pictures, and expanded notation.	SB/TE: 271a-271c, 272, 273-274, 275-276, 277-278, 279-280, 281-282, 283-284, 285-286, 287-288, 289-290, 291-292, 293-294, 313-316 610 TE: 271B-271C, 275C-275D, 277A-277B, 279A-279B, 281A-281B, 283A-283B, 285A-285B, 289A-289B, 291A-291B, 293A-293B		
<b>Objective 1.2: Identify simple relationships among whole numbers up to 100.</b>				
<b>a.</b>	Compare and order sets of objects and numbers using the terms greater than, less than, and equal to when describing the comparisons.	SB/TE: 11-12, 13-15, 16, 21-22, 23-24, 149-150, 305-306, 313-316, 315-316, 319, 343, 345, 568, 577 TE: 271C		
<b>b.</b>	Make reasonable estimates of the quantitative difference between two sets of objects.	SB/TE: 109, 309-310, 513, 515, 619-620, 623, 647, 651		
<b>c.</b>	Identify one more, one less, 10 more, and 10 less than a given number.	SB/TE: 11-12, 15, 13-16, 25-26, 329-330		
<b>d.</b>	Identify numbers missing from a counting sequence.	SB/TE: 11-12, 16, 21-22, 24, 29, 32,		

		305-306, 321, 325-326, 327-328, 332, 341, 343, 344, 345-346		
e.	Represent part-whole relationships using the number line.	SB/TE: 37-38, 44, 63-64, 127-128, 135, 147-148, 153-154, 155-156, 157-158, 429-430, 457-458, 459-460, 569-570, 585-586, 647		
<b>Objective 1.3: Model, describe, and illustrate the meanings of addition and subtraction and use these operations to solve problems.</b>				
a.	Use a variety of models, including objects, length-based models, the number line and the ten frame to describe problem types (i.e., part-whole, combine, separate, compare).	SB/TE: 37-38, 44, 63-64, 127-128, 135, 147-148, 153-154, 155-156, 157-158, 429-430, 457-458, 459-460, 569-570, 585-586, 647		
b.	Use the properties of addition (i.e., commutativity, associativity, identity element) and the mathematical relationship between addition and subtraction to solve problems.	SB/TE: 41-42, 45-46, 153-154, 157-158, 435-436, 443-444, 461-462, 469-472, 560, 571-572, 583-584, 587-589, 601, 641-642		
c.	Compute basic addition facts (up to $10 + 10$ ) and the related subtraction facts using strategies (e.g., $6 + 7 = (6 + 4) + 3 = 10 + 3 = 13$ ).	SB/TE: 36, 37-38, 39-40, 41-42, 43-44, 45-46, 47-48, 49-50, 51-54, 55-54, 57-58, 63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-81, 83-84, 125-126, 127-128, 12-130, 131-132, 133-134, 135-139, 145-146, 147-148, 149-150, 151-152, 153-154, 155-156, 157-158, 159-164, 165-166, 423a-423c, 429-430, 431-432, 433-434, 435-436, 437-438, 439-442, 443-444, 445-446, 447-452, 453-454, 457-458, 459-460, 461-464, 465-468, 469-470, 471-472, 473, 474, 475-479, 481-482, 557-558, 559-560, 561-564, 565-568, 569-570, 571, 572, 573-577,		

		579-580, 581-582, 583-584, 585-586, 587-588, 589-590, 591-592, 593-596, 597, 598, 599-601 Math Take-Home Book: A Walk Around the Farm		
<b>d.</b>	Find the sum of three one-digit numbers.	SB/TE: 443-444, 571-572		
<b>STANDARD II: Students will identify and use number patterns and properties to describe and represent mathematical relationships.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1: Recognize, describe, and represent patterns with more than one attribute.</b>				
<b>a.</b>	Sort and classify objects using more than one attribute.	SB/TE: 183-184, 185-186, 187-188, 189-190, 192-193, 193-194 TE: 183A-183B, 187A-187B, 193A-193B		
<b>b.</b>	Identify, create, and label repeating patterns using objects, pictures, and symbolic notation.	SB/TE: 50, 55, 219-220, 221-222, 223-224, 229-232, 234, 236, 323, 324, 325-326, 327-328, 329-330, 332, 333-334, 335-336, 342, 389-390, 474, 607-608 TE: 205D, 219A-219B, 221A-221B, 223A-223B, 229A-229B		
<b>c.</b>	Identify, create, and label growing patterns using objects, pictures, and symbolic notation.	SB/TE: 9, 261		
<b>d.</b>	Use patterns to establish skip counting by twos, fives, and tens.	SB/TE: 277-278, 324-326, 327-328, 344, 389-390		
<b>Objective 2.2: Recognize and represent mathematical</b>				

<b>relationships using symbols and use number sentences with operational symbols to solve problems.</b>				
<b>a.</b>	Recognize that “=” indicates that the two sides of an equation are expressions of the same number.	SB/TE: 39-40, 315-316		
<b>b.</b>	Recognize that “+” indicates the joining of sets and that “-” indicates the separation of sets.	SB/TE: 39-40, 65-66		
<b>c.</b>	Write and solve number sentences from problem situations involving addition and subtraction, using symbolic notation for the missing value (e.g., $\Delta + 4 = 7$ ).	SB/TE: 39-40, 43, 51-52, 53-54, 135-138, 139, 156, 445-446, 447, 453-454, 573-576, 634, 638		
<b>d.</b>	Create problem situations from given number sentences involving addition and subtraction.	SB/TE: 35, 43, 61, 69, 151, 437, 589		
<b>STANDARD III: Students will understand simple geometry and measurement concepts as well as collect, represent, and draw conclusions from data.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ <u>95</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Identify, describe, and create simple geometric figures.</b>				
<b>a.</b>	Name, create, and sort geometric plane figures (i.e., circle, triangle, rectangle, square, trapezoid, rhombus, parallelogram, hexagon).	SB/TE: 177a-177c, 183-184, 185-186, 187-190, 201 Math Take-Home Book: The Clubhouse TE: 177B-177C, 183A-183B, 185A-185B, 187A-187B *No trapezoid, rhombus.		

b.	Identify geometric plane and solid figures (i.e., circle, triangle, rectangle, square, trapezoid, hexagon, rhombus, parallelogram, cube, sphere, cone) in the students' environment.	SB/TE: 181, 183-184, 185-186, 187-189, 191-192, 193-194, 195-196, 201 TE: 177B-177C, 180, 183A-183B, 185A-185B, 191A-191B, 193A-193B, 195A-195B *No trapezoid, rhombus, parallelogram.		
c.	Compose and decompose plane and solid figures (e.g., make two triangles from a square) and describe the part-whole relationships, the attributes of the figures, and how they are different and similar.	SB/TE: 186, 197-198, 200, 204, 610 TE: 181D, 185B		
<b>Objective 3.2: Identify measurable attributes of objects and units of measurement, and use appropriate techniques and tools to determine measurements.</b>				
a.	Identify the appropriate tools for measuring length, weight, capacity, temperature, and time.	SB/TE: 363-364, 365-366, 368-369, 369-372, 373-374, 375-376, 377-378, 382, 385-386, 496, 503, 507, 519, 520, 527-528, 532, 533-534, 536, 540 TE: 353C, 357D, 493B-493C, 497D, 503A, 507A, 511A, 513A, 523C-523D, 527A-527B, 533A-533B, 535A-535B		
b.	Measure the length of an object using nonstandard units and count the units using groups of tens and ones.	SB/TE: 497, 498, 501-502 TE: 493B		
c.	Identify the value of a penny, nickel, dime, quarter, and dollar, and determine the value of a set of the same coins that total 25¢ or less (e.g., a set of 5 nickels equals 25¢).	SB/TE: B7, 387-388, 389-390, 391-392, 393-394, 395-398, 399-402, 403-404, 409-410, 411-412, 413-414, 538, 624 TE: 387C-387D, 389A-389B, 391A-391B, 303A-303B, 353C, 395A-		

		395B, 399A-399B, 403A-403B		
<b>d.</b>	Tell time to the hour and half-hour.	SB/TE: B1, 353a-353c, 354, 355-356, 357, 361-362, 363-364, 365-366, 368-369, 369-372, 373-374, 382, 385-386, 602 Math Take-Home Book: The Tortoise and the Hare Race Again TE: 357C-357D, 363A-363B, 365A-365B, 373A-373B		
<b>e.</b>	Name the months of the year and seasons in order, and use a calendar to determine the day of the week and date.	SB/TE: B8, 29, 375- 376, 377-378, 384, 386 TE: 375A-375B, 377A-377B (see Science Connection: four seasons)		
<b>Objective 3.3: Collect, organize, and represent simple data.</b>				
<b>a.</b>	Collect and represent data using tables, tally marks, pictographs, and bar graphs.	SB/TE: B2, 86, 87-88, 89-92, 93, 95-96, 97, 99, 101-103, 249-250, 255, 287, 379-380, 447-448, 480		
<b>b.</b>	Describe and interpret data.	SB/TE: 89-92, 95-96, 101-103, 379-380, 405-407		